

## **Mentor Impact Pilot Project**

### **Final Report**

August 7<sup>th</sup>, 2017

## **I. Introduction**

This report summarizes key lessons and outcomes from a pilot project spanning SY2014-15 to SY2016-17 by the Hawaii Department of Education (DOE) in partnership with the New Teacher Center (NTC). The pilot was made possible by generous support from the Harold K.L. Castle Foundation and the Stupski Family Fund of the Hawaii Community Foundation. The report includes background on the Pilot, a review of factors affecting Pilot implementation, data on key impacts, and reflections on specific lessons that might be used to expand upon the pilot results in Hawaii or elsewhere.

### **About the Pilot**

In 2010, with support from a federal Race to the Top grant (RTTT or Race), the Hawaii DOE declared Induction and Mentoring (I&M) for new teachers to be one of six priority strategies and engaged New Teacher Center (NTC) to help establish a program for recruiting, training, supporting and evaluating mentors. Race efforts yielded measurable gains for new teachers and their students during the period of 2010 to 2014, but implementation of I&M across schools and Complex Areas was uneven, and questions remained about how the State could sustain and extend the impact of mentoring in a cost-effective way.

In the spring of 2014, NTC and the Hawaii Department of Education (DOE) launched the *Mentor Impact Pilot Project* to test high-fidelity implementation, draw lessons about cost-effective ways to expand quality induction and mentoring, and gather local data on its impact, including effects on new teacher retention. The Pilot included the following components:

- (1) Rigorous implementation of a “full release model” of mentoring in 1 Complex Area (Farrington-Kalani-Kaiser, or FKK), providing full-time mentors for all Beginning Teachers (BTs).
- (2) Rigorous implementation of a “mixed-model” of mentoring in 1 Complex Area (Campbell-Kapolei, or CK) using a small number of full time mentors along with part-time, school-level mentors for BTs.
- (3) Using BT mentors to coach Veteran Teachers (VTs) in both Complex Areas, leveraging the capacity of mentors to help struggling veteran teachers improve.

In response to demand within the Pilot Complex Areas, and with encouragement from the DOE, the Pilot also tested the use of mentors with background and experience in Special Education (SPED) to support new SPED teachers in Year 3.

Pilot impacts on new teacher effectiveness and retention over the three years were evaluated, comparing results between the Full-Release and Mixed-Model Complex Areas (CAs), using statewide averages and historical data as baselines. Impacts upon VTs who received coaching were also evaluated,

and lessons from SPED mentoring efforts were documented and shared with district leaders.<sup>1</sup> Finally, results and lessons of the Pilot were used to inform and advocate with policy makers including the State Board of Education, DOE leaders, and State lawmakers.

The Harold K.L. Castle Foundation and the Stupski Family Fund of the Hawaii Community Foundation committed more than \$1.5 million over three years to support the Pilot. NTC committed to retain local staff in Hawaii, who would focus on pilot implementation, and also engaged its out-of-state evaluation and program staff to contribute to Pilot success. The DOE committed to sustain existing mentor positions; add new full-release mentors in both pilot Complex Areas; continue to cover the cost of release/substitute time for mentoring; and, to share data with NTC for evaluation. These commitments were memorialized in grant agreements and an MOU between NTC and the DOE at the start of the Pilot.

## II. Results

To assess results of the pilot, we used data from multiple sources including:

- (1) Data on new teacher retention in pilot Complex Areas, supplied by the Hawaii DOE and analyzed by NTC for statistically significant differences from non-pilot areas
- (2) Data on mentor-teacher interactions from Learning Zone (NTC's online portal that provides 24/7 access to NTC's Formative Assessment System, video annotation, participant management systems, tools, resources, and Canvas, a learning management system) and PDE3, including frequency, duration, type of support, and tool use, compared to non-pilot areas
- (3) The NTC/DOE Program Quality Survey (formerly called the Induction Survey), a field-tested, validated survey instrument used in more than 400 school districts, that provides perception data from principals, teachers, and mentors
- (4) Data on the cost of new teacher turnover, based on national literature, and supplemented with local data on Hawaii-specific costs (e.g., out-of-state recruiting efforts unique to Hawaii)
- (5) Interviews and focus groups with BTs, Mentors, and Principals in pilot Complex Areas – conducting during Years 2 and 3 of the pilot

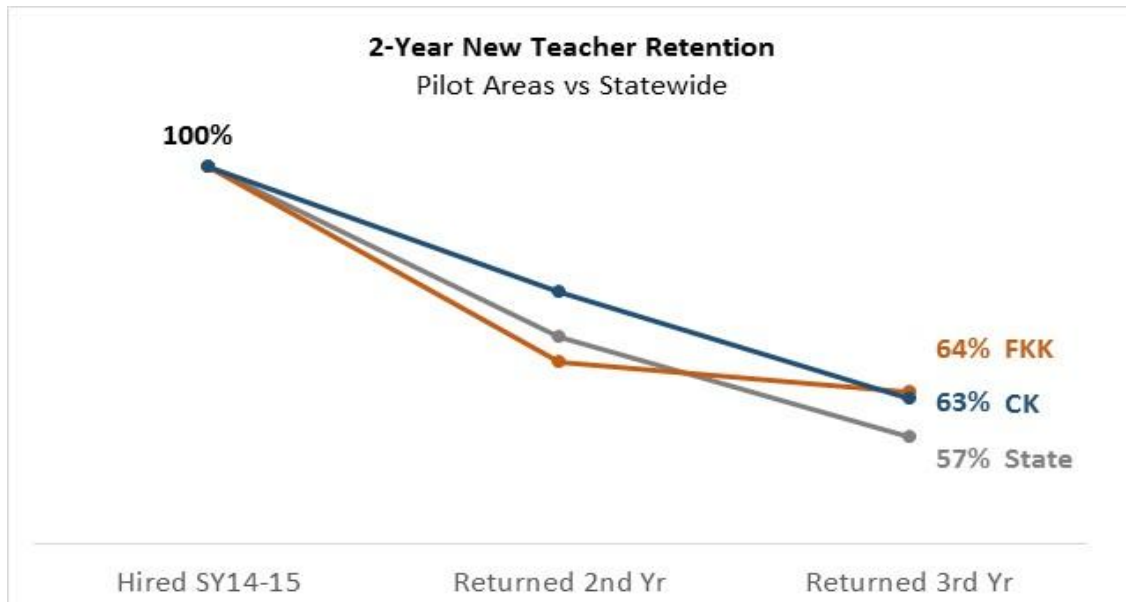
This report highlights key findings that emerge from the sources above. More detailed findings and notes on methodology can be found in additional documents provided as supplements to this report: NTC's *"Oahu Mentor Impact Pilot Research Brief II: Mentoring Support and Beginning Teacher Retention,"* (July 2017) and NTC's *"Program Quality Survey for the Hawaii DOE," Complex Area Reports,* (June 2017).

### **New teacher retention was 6 and 7 percent higher in the two Pilot CAs, compared to non-pilot areas**

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<sup>1</sup> Data on new teacher retention and student growth from the final year of the pilot will not be available from the DOE until late 2017, at which time additional impact analysis will be conducted to supplement this report.

As the graph below illustrates, FKK retained new teachers into their 3<sup>rd</sup> year at a rate 7 percent higher than the state, and CK bettered the state by 6 percent. NTC also compared FKK and CK to adjacent complex areas in each region and found that both retained teachers at a higher rate than their neighbors. The State hires an average of 860 new teachers each year (the five-year average from SY10-11 to SY14-15). A 7 percent improvement in retention, equal to the rate experienced in the Pilot areas, would mean between roughly 60 more teachers retained into their third year across the islands.



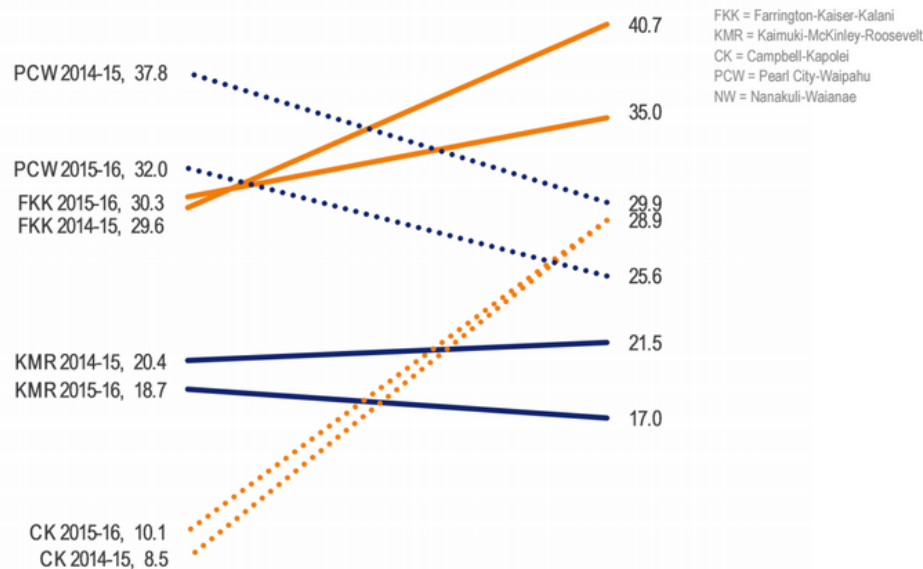
### **Retaining new teachers on par with Pilot CAs could save the state an additional 1.3 million**

The most rigorous attempt to analyze the cost of teacher turnover was conducted in 2007 by the National Commission on Teaching and America's Future (NCTAF), using data from 5 districts on spending for recruitment, hiring, administrative processing, district training, and transfer costs. It did not include costs of state-funded teacher preparation programs, or lost productivity when a teacher leaves. NCTAF found that costs varied according to district size, and that data on recruiting and hiring costs were often missing or significantly understated. The two districts most comparable in size to Hawaii were Milwaukee (\$15,325 in turnover costs per teacher) and Chicago (at \$17,872 per teacher). We used the midpoint of \$16,600 per teacher as a base estimate for Hawaii and adjusted it by: (1) correcting for inflation since 2007, which yielded a 2017 figure of \$19,965; and (2) adding Hawaii-specific data on out-of-state recruiting and advertising which amounted to an additional \$1,084 per new hire, or \$21,049 per teacher. As with the original NCTAF study, this is likely an understatement of actual turnover costs. Furthermore, it does not include the costs of lost productivity or state-funded teacher preparation and certification. Based on this conservative per-teacher estimate, if the state performed on par with the two Pilot Complex Areas, retaining an extra 60 teachers would save \$1.3 million annually. It is important to note that this figure is in addition to savings already being realized by the DOE through existing I&M programs, which, although uneven in quality, no doubt prevent the statewide new teacher turnover from being higher than it is today.

### More mentoring in the Pilot Complex Areas was related to greater retention implementation

Hours of mentoring support in year 1 (2014-15) showed a statistically significant relationship to 2-year teacher retention in both FKK and CK. In contrast, there was no significant relationship between mentoring hours and teacher retention in the comparison CAs.

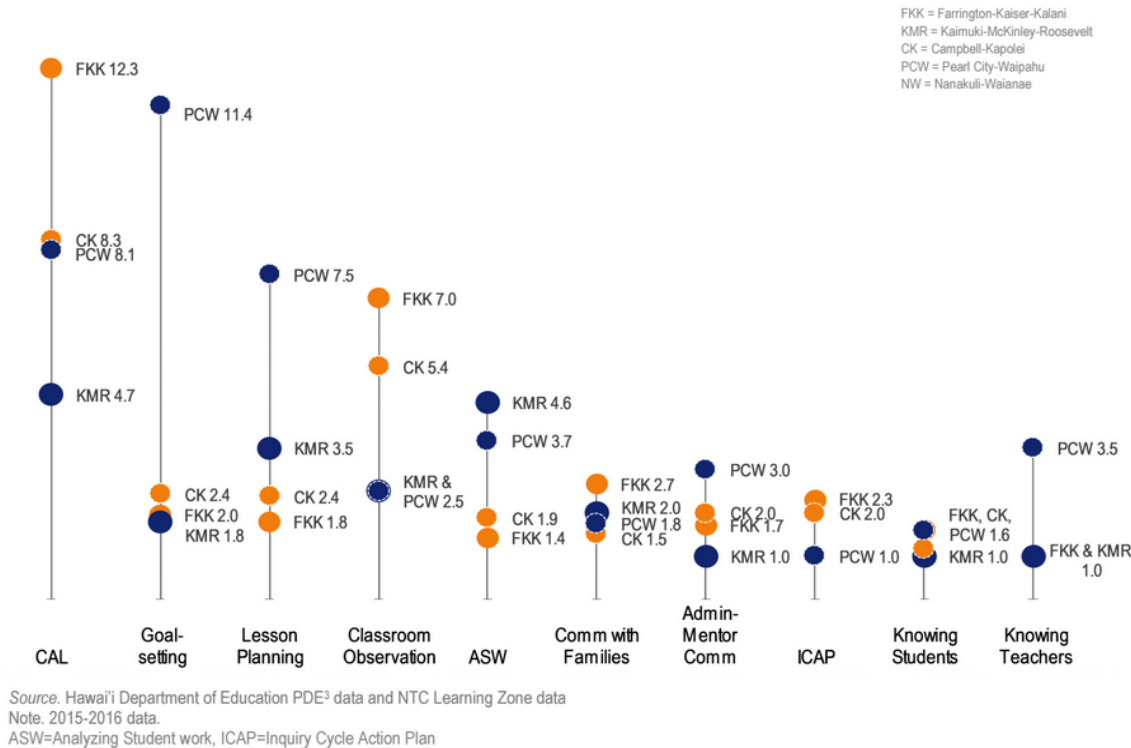
Teachers in **pilot CAs** who received more hours of support were more likely to return to their schools. Amount of mentoring support was unrelated to retention for teachers in the **comparison CAs**.



### Tools proven to impact student growth were used more in Pilot CAs than non-Pilot areas

In addition to hours of support, NTC also examined the type of support that first-year teachers received, including the particular coaching tools mentors used with teachers in both pilot and comparison CAs. One noteworthy difference between pilot and comparison CAs is that classroom observation tools were logged more frequently with teachers in the pilot CAs than in the comparison CAs. Observation tools were used 7.0 times on average with each teacher in FKK, and 5.4 times with each teacher in CK, but only about 2.0 times per teacher in the comparison CAs. Also, the Instructional Cycle Action Plan (ICAP) tool was logged approximately twice as often in pilot sites versus comparison sites. When student data becomes available in late 2017, it will be possible to explore the relationship between student growth and mentoring of new teachers.

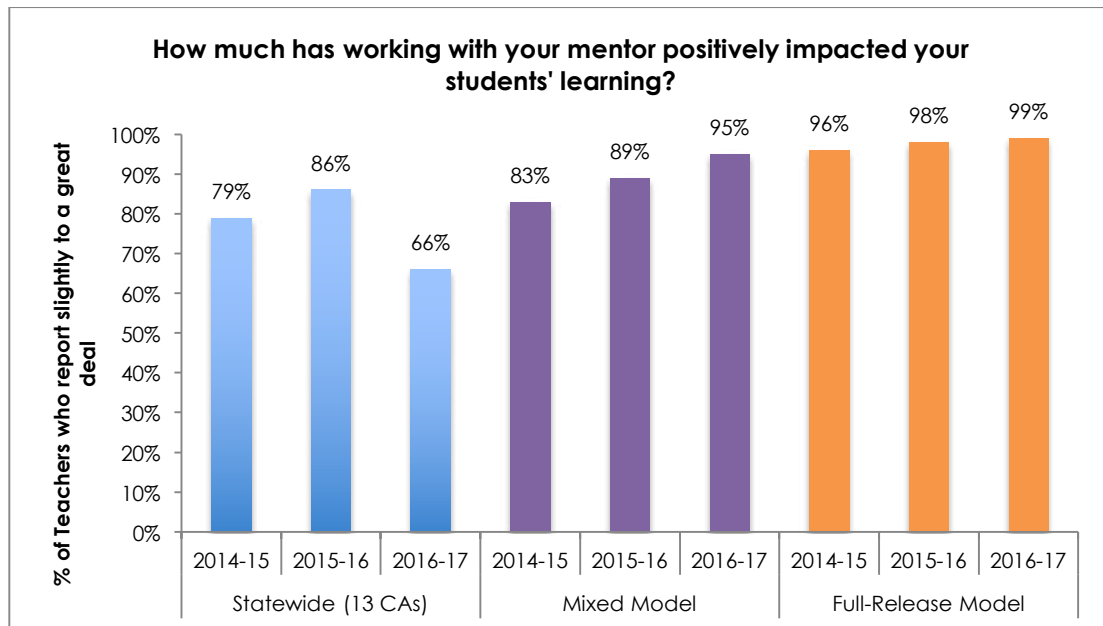
Classroom observation tools were logged *two to three times more often* and the ICAP was logged *twice as often* with teachers in **pilot CAs** than with teachers in **comparison CAs**.



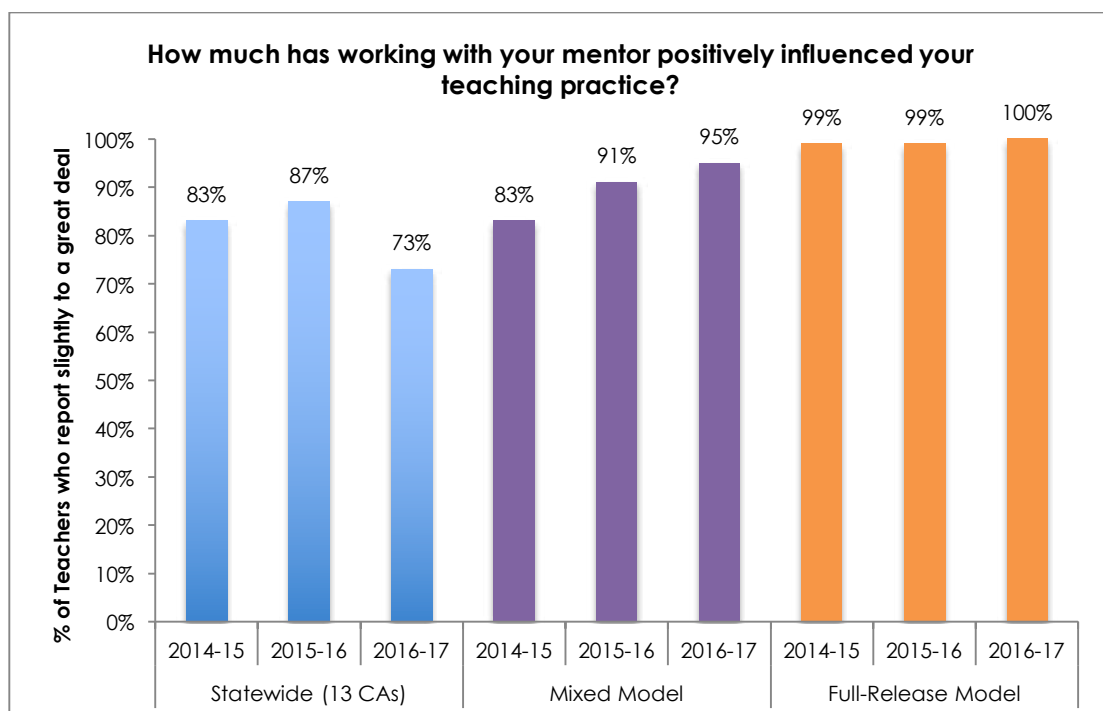
## Full Release mentoring yields best results, but Mixed Model approached similar impact over time

The full-release mentoring model in FKK produced the highest levels of perceived impact on students according to teachers. The percentage of teachers who said that mentoring impacts their student's learning was consistently high in FKK throughout the pilot, increasing from 96 percent in Year 1 to 99 percent by Year 3 compared to a statewide average of 77 percent over the same period. The mixed-mentoring model in CK produced results that started out better than the rest of the state but still trailed FKK significantly, at 83 percent in Year 1. But, by Year 3, CK produced dramatic gains, with 95 percent of new teachers reporting that mentoring impacted their students' learning – a 12 percent increase over the course of the Pilot. Meanwhile, new teachers statewide reported declining impacts, from 79 percent reporting that mentoring positively impacted their students' learning to 66 percent by the end of the pilot.

Both Pilot complex areas outperformed the state in perceived student impacts, and both improved their results over the course of the pilot, while the state lagged. The mixed model – using a combination of school-level mentors and full time, full-release mentors (versus all full-release mentors in FKK) saw the most dramatic improvement. We address the factors that may have led to this dramatic improvement in subsequent sections.



**Full Release still led on teacher effectiveness, but Mixed Model narrowed the gap over time**



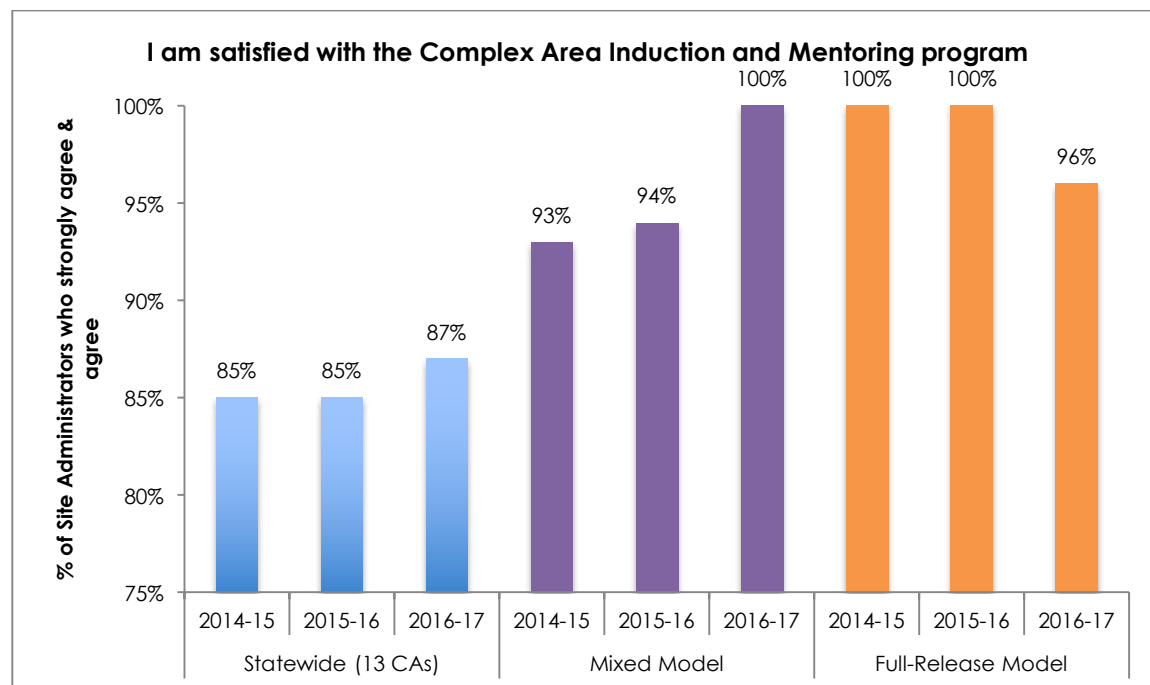
Mirroring the perceived impact on student learning, teachers who reported that mentoring “positively impacted their teaching practice” were highest in the full-release Complex Area where results were at 99 to 100 percent throughout the Pilot.

But once again, the mixed-model Complex Area made dramatic gains over three years – marking a 12 percent improvement over this period and ending the pilot with 95 percent of teachers reporting

positive effects on their teaching practice. Both Pilot Complex Areas outperformed the state as a whole and gained over time while statewide, reports of impact on teacher effectiveness declined from 83 to 73 percent during the period.

### Full release model produced high principal satisfaction, but mixed model beat it in the final year

In the full-release Complex Area, principal satisfaction with mentoring was high throughout the Pilot, at 100 percent in Years 1 and 2, and dipping slightly to 96 percent in Year 3. The mixed-model complex area produced principal satisfaction of 93 percent in Year 1, but registered steady gains, increasing to 100 percent principal satisfaction in Year 3 and exceeding levels produced by the full-release model. Statewide, principal satisfaction hovered between 85 and 87 percent throughout the pilot years. As discussed below, one possible reason for the increased principal satisfaction in CK, was the intentional effort – starting in Year 2 – to convene pilot principals in both complex areas, and engage them in professional learning about mentoring – its techniques, tools, and benefits for teachers and schools. Principal gatherings produced a substantial increase in understanding among principals and in their investment in mentoring programs, both using school-level and full-release mentors.



## Notable Challenges and Constraints

The years of the Pilot turned out to be a turbulent time within the Hawaii DOE, and in the policy and politics of education in Hawaii, affecting pilot implementation in unexpected ways. Results should be considered with this context in mind.

- During Year 1, the executive sponsor of the Pilot and champion for I&M, Deputy Superintendent Ronn Nozoe, left the DOE and Hawaii. Soon after the head of the DOE's Leadership Institute also left and a new Assistant Superintendent of Office of Human Resources (OHR) was installed.
- Around this time, the DOE reorganized its structure, creating uncertainty about where I&M would be placed, and which DOE leaders would have decision-making authority over the Pilot. For nearly a year during the Pilot, there was no DOE lead staff for I&M statewide, which sometimes made it difficult for NTC pilot staff to partner with the department effectively.
- Race to the Top was concluding as the pilot was launched. Early in Year 1, vocal critics at the school-level expressed anger, frustration, and exhaustion with the multiple reforms pushed under Race. A rift became apparent between some school level personnel and the central State office, and general fatigue with "top-down" reforms impacted Pilot implementation.
- A new Governor was elected who was openly critical of RTTT reforms. Soon after, the Governor appointed new members to the Board of Education, promising "school empowerment" under which resources and decision-making would be pushed from the central office down to the school level, in contrast to the prior wave of centrally-driven reforms.
- In Year 2, the DOE issued new rule interpretations, which rendered invalid certain aspects of the MOU that launched the Pilot. Contracted vendors like NTC were no longer permitted to pay for DOE expenses using private grant funds, including the salary of the Pilot Director (who was a DOE staff on-loan to NTC), or to share data freely with NTC. The flow of funds changed, with a portion of pilot grant funds now going to the DOE. Additionally, the Pilot Director returned to the DOE, and evaluation requiring DOE data had to be pushed into Year 3.
- State DOE and Complex Area staffing/budget constraints also impacted the Pilot. The Full Release Complex Area cut 3 full release mentor positions (out of 8 total), and the Mixed Model complex area cut 1 FR mentor position (out of 2 total) in year 2 of the pilot. This strained remaining resources and made it difficult to maintain rigorous implementation, starting in Year 2.

## Lessons: Making a "Mixed Model" Work

All parties in the pilot were interested in exploring whether the mixed model could produce results on-par with a full-release model at less cost (since fewer full-time mentors would be required). The mixed model in Campbell-Kapolei used 1 State full-release mentors, and 3 part-time Complex Area mentors combined with 71 school-level mentors (most of whom were assigned to mentor 1 new teacher in addition to their own teaching duties) to reach all 200 new teachers in the region. A full-release model would have required 13 full-time mentors (1 for every 15 teachers) managed by the State and/or Complex Area.

The results in Section II show that while the full-release model produced the greatest impact, a mixed-model can, indeed, produce results that approach a similar level of efficacy. The data suggest that over 3 years, the mixed model CA produced retention gains similar to the full-release model and impacts



upon teachers and students that were slightly below the full-release model, but substantially higher (20 to 30 points higher) than the rest of the state.

The following elements were key to the success of the mixed-model under the Pilot:

- (1) State and Complex Area leadership and the specific supports they provided to schools made it possible for the mixed-model to become nearly as effective as the full-release model in the Pilot:
  - State I&M leads provided program consultation to Complex Area Superintendents (CASs) and Induction Program Coordinators (IPCs, the lead CA staff for I&M in the region), provided professional development to all mentors, and implemented systems for data collection and evaluation. State I&M leads also built a network of principals and convened them quarterly for learning about mentoring, rooted in evidence-based mentoring tools and program quality standards. This increased principal understanding of, and support for, mentoring as a key school improvement strategy and ensured school-level mentors were well supported.
  - The CAS set the tone, emphasizing to CA staff that mentoring was a high priority; encouraging the protection of mentors' time for mentoring (versus other needs in the CA); and focusing people on the goal of data-driven improvements in the quality and impact of mentoring. In CK, the CAS also worked to preserve and increase full-release and part-time mentoring positions, e.g., working with the SPED DES to create SPED mentor positions.
  - The Complex Area IPC provided consultation to principals on school-level mentoring and encouraged the protection of sanctioned time for mentoring. The IPC also coordinated the work of the small number of full-release mentors (e.g., designing their caseload to support schools in close proximity to increase efficiency); and provided direct supports (professional development, coaching) to mentors.
- (2) Building a parallel system of professional learning/professional development for principals was key to the effort. State I&M leads built a principal network in and across the 2 pilot CAs for increased awareness, engagement, and school-level investment. At "Principal Breakfasts", principals had time to share problems of practice and lessons-learned, and CA and State I&M staff shared relevant mentoring tools and practices. Principals were also engaged in program sustainability planning. As engagement deepened over time, principals became so committed to mentoring that several principals created or explored creating additional mentoring positions: Campbell High School created a school-based full-release mentor position; several CK principals created part-time, school-level mentoring positions; and, 3 Principals in CK expressed interest in cost-sharing for a full-release mentor position. Principals look to the State and CA staff for critical support and guidance to make these initiatives happen.
- (3) The role of full-release mentors ideally extended beyond mentoring a caseload of BTs. In addition to mentoring a carefully coordinated caseload of teachers across schools in the region, full-release mentors coached a handful of school-level mentors and facilitated beginning teacher Professional Learning Communities. Program leads also observed that if full-release mentors could consistently run Mentor Forums (a regular small-group gathering of mentors as a Professional Learning Community) this would enhance school-level mentors' effectiveness. Program leads noted that if district/CA Resource Teachers are hired with mentoring qualities and criteria in mind, that they could also assume some of these critical roles.

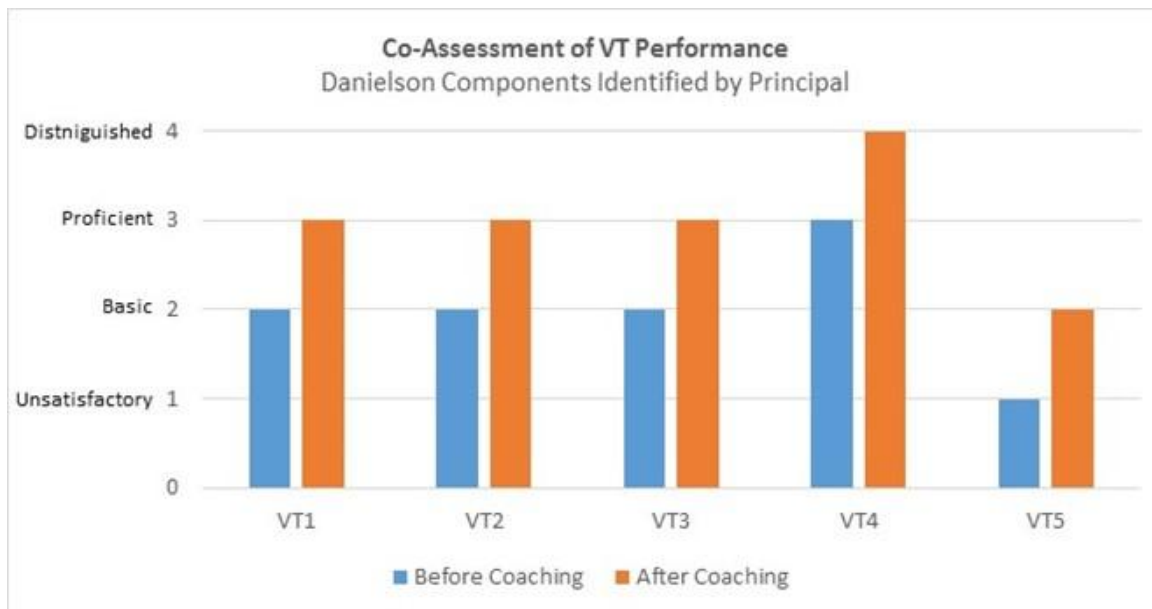
### III. Additional Results & Key Lessons

#### Veteran Teacher Coaching

As part of the Pilot, full-release mentors took on the role of coaching a small number of veteran teachers, identified as in need of professional growth by their principal through the teacher evaluation process. Principals would then engage a mentor and incorporate mentoring in a teacher's Principal Directed Professional Development Plan (PDPDP). The mentor would perform classroom observations, provide 1-to-1 coaching over a 9-week cycle, and facilitate "triad conversations" between the teacher, principal, and mentor to support progress. Data on results for veteran teachers was collected via an NTC-designed survey, or "Co-Assessment," administered to veteran teachers and their principals. This data combined with responses to open-ended questions, point to some potentially powerful lessons.

#### Participating veteran teachers gained a full-step in proficiency ratings after coaching

Over the first two years of the Pilot, 19 Veteran Teachers (VTs) received coaching from an NTC-trained, full release mentor – 12 in Year 1 and 7 in Year 2. Both Principal assessments of teachers showed that all participating VTs saw one full ratings increase in proficiency on the Danielson component where coaching was focused. In other words, all VTs improved from "unsatisfactory" to "basic," from "basic" to "proficient," or from "proficient" to "distinguished" as a result of the 9-week coaching cycle. This result far exceeded expectations of what could be accomplished through a coaching cycle.



Despite initial concerns that coaching would not be well received, VTs rated coaching highly.

In Year 1 and Year 2, coaching received positive reviews from VTs themselves. A majority of VTs "strongly agreed" that coaching "had a positive impact on student learning and/or engagement" and "a

positive impact on my teaching practice.” No VTs disagreed or strongly disagreed that coaching had a positive effect. Open-ended comments by VTs to their coaches affirm that coaching was well-received:

*“You’re such an inspiration as a former teacher and now coach. I don’t know how I would survive without you. It was a pleasure working with you and can’t wait to see what is in store.”*

*“I felt that your approach to helping teachers was spot on. It was firm enough to make the teachers do something but gentle enough to buy.”*

*“All teachers should have access to a coach for support and encouragement.”*

The number of VT referrals fell short of original Pilot goals.

Year 1 ended with low overall participation and the team aimed to increase numbers in Year 2 up to 20+ VTs in each of the two Pilot complex areas. However, only 7 VTs were referred for coaching by their principals in Year 2, despite increased outreach to principals and a simpler VT referral process. It became clear that the primary obstacle to VT participation was the Principal Directed Professional Development Plan (PDPDP). Tying VT coaching to the PDPDP ensured that principals could refer struggling VTs for coaching in a way that was integrated with an existing faculty review process. This avoided creating a separate process, which was a concern voiced by principals during pre-Pilot planning. It also ensured that VT coaching was tracked and documented within an existing system, which was important to the DOE during pre-planning.

However, the perception among teachers that the PDPDP was itself only for “deficient” teachers made them resistant to the PDPDP and therefore to VT Coaching. At the end of Year 2, it is clear that a separate pathway for self-identification and referral outside of PDPDP (i.e., allowing VTs to seek out coaching for themselves, rather than be referred by their Principal) may need to be developed if the potential of VT coaching is to be scaled.

A second barrier to scaling VT coaching was mentor capacity. As noted in the introduction to our Year 2 report, Pilot Complex Areas were forced to cut 4 full release mentor positions out of 14 total, stretching remaining mentors thin and significantly impacting the ability of the Pilot to serve VTs.

For the reasons described above, VT coaching was discontinued in Year 3 of the Pilot. Outside of the PDPDP process, mentors reported continued interest from principals and VTs themselves, suggesting untapped potential for VT coaching. Several mentors recounted being approached by VTs and asked for advice on instructional techniques.

### **SPED Mentors for New SPED Teachers**

Special education (SpEd) teachers are harder to recruit, and they leave the Hawaii DOE at twice the rate of General Education (GenEd) teachers. Of those who teach SpEd, 41% are not certified, i.e., they are a certified General Education (Gen Ed) teacher in a SpEd position, an emergency hire, and/or a yet-to-be-certified teacher with little or no teaching experience. Stakeholders throughout the DOE identified SpEd

as a high and urgent priority in Hawaii. In response to these needs, the Pilot was adapted in SY16-17 to include 2 full-release mentors with training and experience in SpEd, who were utilized to support SpEd teachers in their first and second years of teaching in the Pilot Complex Areas.

Specifically, the two SpEd mentor led the following:

- Gathered data on needs via SpEd BT & Mentor Needs Assessment Survey
- Mentored Caseload of SpEd BTs, including PLCs and Mentor Forums
- Provided coaching for Gen Ed Mentors who mentor SpEd BTs
- Analyzed BT SpEd Induction Survey (Program Quality Survey) Data
- Conducted SpEd BT & Principal Focus Groups

The goals of this work were to:

1. Assess the current needs and/or existing supports of beginning Special Education teachers
2. Test the impact and effectiveness of dedicated SpEd I&M Mentors for new SpEd teachers
3. Draw lessons about key elements and policies needed to build effective supports for SpEd Bts at scale

The two pilot SpEd Mentors each mentored a caseload of SpEd BTs during SY16-17 and tracked the time spent, tools used, and topics covered. They found that that SpEd BTs required intensive support, due to the fact that many were emergency hires and not-yet credentialed as teachers. Mentors spent more time on foundational theory and practice than is typical in mentoring interactions, and then focused on helping SpEd BTs see connections between the IEP, accommodations, and curriculum. The mentors estimate that mentoring SpEd BTs takes twice the amount of time required for GenEd mentoring.

The two SpEd mentors also received many requests from GenEd Mentors for information and support so they could better support their SpEd BTs. GenEd mentors asked for information on Special Education laws, legal/regulatory timelines that SpEd teachers must meet, and what pre-service and in-service training SpEd teachers normally receive. Several Gen Ed Mentors also asked the SpEd Mentors to join their mentoring sessions to help identify SpEd-specific issues and tools, and provide support.

As a result of these requests, the two SpEd Mentors ended up playing a coaching/consultative role with GenEd full-release mentors in areas above, as well as directly mentoring a caseload of SpEd BTs. They helped full-release mentors to develop and facilitate SPED specific BT PLCs and Mentor Forums, and advised GenEd mentors on issues/questions raised by SpEd BTs on a regular basis.

The work of the SpEd Mentors identified the following 5 areas of need as highest priority (in rank order):

1. Data collection & analysis. SpEd teachers said they needed support in knowing what data to collect, and how to document/present it in ways that aligned with students' IEP goals and objectives.
2. Inclusion strategies. SpEd BTs wanted more support with Inclusion strategies, i.e., how to support SpEd students in GenEd classrooms, as well as how to work with Gen Ed teachers and support staff.
3. Break down standards to individual student level. SpEd BTs identified needing breaking down grade-level standards to individual student levels as another high area of need. They noted that SpEd student capabilities and needs varied widely.
4. IEP support. Many of the top needs are related to: IEP support- specifically in writing IEP goals and objectives and conducting an IEP meeting.

5. Building and managing team relationships, including communicating with parents, collaborating with General Education teachers and related service providers, as well as working with and managing paraprofessionals and Education Assistants

The combination of data collection (via surveys and focus groups) and a year of SpEd mentoring experience yielded the following recommendations:

1. Provide timely and relevant PD to new SpEd teachers

Existing PD for new SpEd teachers is offered only during the first week of school when teachers are working to establish relationships with their students (and is required in addition to PD required of all school personnel). It focuses on compliance issues (e.g., legal requirements, use of the eCSSS reporting system). PD should be provided before the school year starts, and focus on student support and instruction (not just compliance).

2. PD must be followed with job-embedded mentoring coaching by an experienced SpEd Professional. One-to-one support/coaching/shadowing during the 1st year for SpEd teachers is needed, including coaching on how to work with the wide array of adults involved in IEP meetings. BTs need stipend days to be paired with experienced SpEd teachers/mentors to review IEPs together using real cases not scenarios.

3. Establish uniformity in the IEP process between (and within) schools/complexes/state  
Principals and teachers pointed to lack of standardization in IEPs and protocols as a major problem. Due to lack of detailed guidance, hands-on instruction/coaching, and examples/templates, schools develop IEP procedures on their own. As a result, how IEPs are written differs from school to school, and sometimes within a school – meaning that even experienced SpEd teachers must learn the IEP process anew if they change schools. Standard examples/templates issued by the state SpEd office were viewed as an essential solution.

4. Better align Pre-Service curriculum with their actual experiences as a BT (theory to practice)  
SpEd BTs and principals noted a lack of alignment between pre-service teacher preparation programs and the real job requirements of SpEd teachers in the Hawaii DOE. They encouraged the use of real SpEd cases and that teachers-in-training get exposed to a real SpEd school environment before they graduate.

5. Offer PD to teams of SpEd Teachers, GenEd Teachers, support staff, and school administrators  
focused on: inclusive practices, co-teaching, student behavioral health diagnoses, instructional strategies, and the roles of SPED & Gen Ed teachers to support all students. Principals want school guidance, support, and staffing to implement an Inclusion model and Standards-Based IEPs.

In the summer of 2017, lessons from the SpEd mentoring work informed the creation of a SpEd “track” within the Beginning Teacher Summer Academy organized by the Hawaii Teacher Induction Center.

## Communication & Advocacy

The goal of communications and advocacy was to engage stakeholders in- and out-side of the Hawaii DOE and including lawmakers, to encourage investment of public resources into I&M in order to sustain and expand pilot outcomes. Various modes of communication and advocacy were utilized as part of the pilot. These included:

- Communications within the DOE – to principals and teachers, complex area leaders and staff, and state office leaders about the lessons and results emerging from the pilot. This included presentations, reports, and emails created by DOE I&M staff and NTC.
- Advisory Board – early in the Pilot, NTC and DOE I&M teamed up to form an advisory board of local business and community leaders to assist with communications, advocacy, and partnerships. At the time, this was consistent with NTC’s emphasis on local offices with local support networks.
- Public presentations – this included participation in local conferences or events aimed at the general public, including speeches and panel presentations.
- Media relations – working with the DOE communications office, to publish pieces in the Honolulu Star Advertiser, Honolulu Civil Beat, or other media outlets.
- Grassroots advocacy – including an effort to build a network of teachers, principals, and mentors – built through focus groups and interviews - who would testify directly to lawmakers about the value of mentoring by sharing their personal stories and experiences.

Part way through the pilot, the advocacy strategy shifted away from the local Advisory Board and toward grassroots advocacy, in response to local political dynamic which placed greater weight on voices “from the field” and an internal shift in NTC priorities.

Efforts in communications and advocacy throughout the pilot yielded some positive outcomes in terms of stakeholder awareness, engagement, and support of I&M. For example:

- Corporate support for mentoring – including two corporate sponsors – the Matson Foundation and the Island Insurance Foundation – who supported the launch and initial expansion of the Beginning Teacher Summer Academy. The Matson Foundation has since become the consistent lead corporate sponsor of the BTSA.
- Gathering stories and voices from the field – focus groups and interviews generated stories from the field about the value of mentoring and built an engaged group of more than 40 teachers, principals, and mentors – the “Voices for Mentoring” (VFM) network. VFM members then submitted testimony in support of the I&M budget at the Board of Education and the State Legislature.
- HTIC also built engagement among principals, mentors, complex area, and state professionals to provide input on the DOE’s Strategic Plan, ESSA Plan, and to the Governor’s ESSA Task Force. This input emphasized the importance of I&M and shared lessons from the pilot.

Increased media coverage – media coverage of the teacher shortage in Hawaii consistently included reference to mentoring and induction as a way to address the challenge. Positive coverage focused on I&M was also published by the Honolulu Star Advertiser.

The central goal of establishing permanent funding to sustain and expand I&M in-line with pilot lessons proved a challenge. The effort faced political headwinds when a new Governor was elected in the fall of 2014, who was an avowed fiscal conservative and who favored pushing resources “down” – away from the state office and toward control by schools and principals. The Governor introduced a biennium budget which cut out I&M completely, and appointed new members to the Board of Education (BOE) who generally shared his views.

Through a combination of the efforts described above, and due to the VFM network in particular, some forward movement on state budget policy was made during the pilot:

- HTIC leaders and VFM testimony helped inform and persuade the BOE to support I&M. The BOE was initially expected to oppose I&M investments, but came out in strong favor and actually encouraged the DOE to ask for more I&M positions.
- HTIC leaders and VFM testimony helped cultivate champions in the State House and State who introduced bills specifically funding I&M. These champions included the Chair of the Senate Education Committee, and a ranking member of the House Education Committee. Both pushed for I&M funding throughout the legislative session.

Still, as the legislative session closed in May of 2017, the I&M funding cut by the Governor had not been restored by the House and Senate. Despite the efforts of champions noted above, the bills floundered when they reached the money committees (House Finance and Senate Ways and Means Committees). Data on retention impacts and resulting cost-savings from the Pilot were not available for use at the time of the legislative session. These would have made a powerful complement to the Voices for Mentoring testimony from the field. Now that retention and cost-savings data is available, it will be shared with both the DOE and lawmakers, and used to inform budget advocacy by the DOE going forward. As of this writing, there is interest from new House leadership and Education Chairs in both House and Senate to (a) explore funding for I&M, and (b) hear directly from teacher, principals, and mentors on the issue.

### **Beyond the Pilot: Sustaining & Expanding Impact**

- Build upon the advocacy network in Voices for Mentoring and use the data emerging from the pilot on BT retention and cost-savings to secure permanent funds for mentoring, including (a) critical State and CA supports critical to mixed-model success; (b) fair and consistent compensation for all mentors with sanctioned time for their work.
- Strengthen mentoring and its impact in additional CAs by expand principal networks, responding to demand and building parallel system of professional development for principals
- Enhance mentoring in pilot CAs and mixed-model CAs through parallel development system for IPCs
- Begin sharing lessons, and mentoring tools and techniques, with school-level instructional coaches who can use them in VT coaching. Per principal requests in FKK.
- State and CA leads support schools wanting to pool resources to hire full- or part-time mentors.
- Continue the BT Summer Academy, open to all new teachers in the summers of 2015, 2016 and 2017 and attracted nearly 150 new teachers.
- UH West Oahu & HSTA, DOE and NTC will continue conversations about providing mentor training for Cooperating Teachers.